

Students' Perception on the Prospect of Economics Education Study Program

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Abstract

This study aims to determine the extent to which perceptions of students on the prospect of the Economics Education Program. The method used in this research is descriptive method in which the required data is obtained through questionnaire and technique of analyzing data used is percentages. Questionnaires were distributed through the Student Business group in writer's facebook which was previously used to share information and lecture's tasks by the author. Furthermore, the sample of this study is the Economics Education students from 2012 and 2013 academic years. The result of research conducted shows that: (1) for the view indicator, students' perception on the prospect of Economics Education Study Program is in high category; (2) the indicator responses, students' perceptions of on the prospect of Economics Education Study Program also in high category and medium for some indicators, and (3) for the feeling indicator, students' perceptions on the prospect of Economics Education Study Program shows a high, medium and low categories on some studied indicators.

Keywords: Perception, Prospect, Economics Education

1. Introduction

Education is an investment for human resources which have a long-term strategic value for the survival of human civilization in the world. Every era has its change; the previous era will not be the same as the current era. Technology, culture, and education are a part of life that continues to move forward. Then, the hope to get a better life becomes a purpose in life for every person at this time. To achieve these objectives, the work becomes an important factor underlying the chosen education and to facilitate a person to get a job and earn big salary. In an era that has increasingly developed, prospect for the needed future work also has changed over time, and become its own speculation. This background has become the students' consideration to choose what would be a much-needed for graduates in companies or organizations in the future. This statement is reinforced by the opinions of Pasternak (2005: 6-11) who stated that there are four reasons that influence students to choose colleges or courses which are convenience, admittance requirements, reputation and interest. Pasternak also said that students are usually motivated and interested in the subject lessons that can support their careers in the future. (Kember et al., 2008: 6-12) also expressed the opinion that is almost equal to Pasternak that students are usually interested in the field of study that they think will be profitable for their job in the future (barbaric, 1980 in Alexitch and Page 2001 : 2).

Based on research which was done by Barrling (2005: 8-9) and the Brandell (2001: 39-40), students in Sweden choose a university for the sake of education for their future needs. Likewise, according to Mac Sighigh (2006: 1-4) that the main purpose of the students are to change their better future. Chew (2009, p.240) also gave the opinion that the number of students who enroll in the program due to the increasing number of businesses over these graduates are needed in the job market. Meanwhile, according to Jacobsson & Gillstrom (2007: 59-64), students are generally motivated by interest, future career and alternative to unemployment while Brandell (2001) stated that students begin their education because there is no other choice.

Importance to see the expectations and perceptions of students and the learning experience of students (Lowe & Cook 2003) in decision-making and to consider the involvement of students and how institutions can encourage and support educational activities to achieve the desired goal (Coates 2005) is very important.

Bradley (2008) stated that universities should provide a more flexible response and look at the needs of students so that college students can bridge the world of work in the future. Therefore, higher education must be able to meet the expectations of students as proposed by Scott (2008) that: 1) the college must have a quality staff that is good to pay attention to the wishes of students, providing support and time to the students, 2) clear, flexible and relevant program in their design, and 3) administrative services and high support for the students.

Kandigo and Bolce (2013) argued that the main purpose of the students to choose entering higher education is to enhance their career prospect in the future and hope that the institutions that they will enter later can provide advice and guidance and can provide support to them in developing a career future which will come. Other research on the perception of the students chose economicss as further study by Webber and Mearman (2010) has to do with the perception that students do not understand the subject they are learning so webber and Mearman suggested that the content and character must be intact and professors tried to convince the students that the subject they learn will be useful and help their future career. By looking at the results of previous studies regarding to the students' perceptions on their further education, it is necessary for the development of the Department of Economics Education to look at the challenges of the world of work or needed level that exists. To see the level of existing needs, it will require accurate information from various parties regarding the opinions, suggestions and inputs from the society.

2. Methodology

2.1. Population and Sample

This study was conducted on the Economics Education students at State University of Medan in 2015 through method random sampling method and implement porposionated stratified random sampling. The method is used because the population has elements that are not homogeneous and stratified proportional (Sugiyono, 2009: 64) because the population sampled in this study are 108 students consisting of students from 2012 and 2013 academic years.

2.2. Sources and Data Collection Techniques

Source of the data in this study is a primary data obtained through a questionnaire. Data collection technique used is questionnaires in which each item in the instrument has been tested for validity and reliability. Questionnaire was conducted through Social Media from the author's Facebook of *Bisnis Mahasiswa* which was made for the purpose of sharing information and lectures on duty when the author was still active as a lecturer at the State University of Medan. This facebook group has a membership of 878 people from various departments, Department of Management, Commerce Administration, as well as Office and Economics Education. Yet, this research is only reserved for Economics Education students only. From the results of the questionnaire which are posted on the group's wall three times for nearly 3 weeks, there are 108 students of Economics Education that provide answers to the uploaded questionnaire by the author. Questionnaire with a number of 36 questions consist of five alternative answers in the form of a, b, c, d, and e for every item, which is based on the Likert scale. It got variety of response from students about their perspective on the Prospect of Economics Education.

2.3 Research Variables

The variable in this study is the perception that a student views on the prospect of Economics Education Study Program at State University of Medan. The indicator contains statements based on the object of Prospect of Economics Education Studies Program consisting of; (1) excellence, (2) specification, (3) clum SP of science, (4) the curriculum draft, (5) learning system, (6) human resources, (7) infrastructure, (8) financial management, (9) continuity, (10) academic management, and (11) quality assurance (Hadijah, 2013).

2.4. Data Analysis

Descriptive analysis is used to describe or illustrate the object under study; media research used in this study was a questionnaire which has been prepared based on variables within the questionnaire contained in the research data about students' perceptions of Economics Education Studies program by using percentages. As for determining the level of the prospect on Economics Education Program is divided into three categories: high, medium and low, Ardhi (Polaku, 2012: 34).

$85\% \leq Y \leq 100\%$ High Category

$70\% \leq Y \leq 85\%$ Medium Category

$Y \leq 69\%$ Low Category

3. Result and Discussion

3.1. Result

3.1.1 Vision Mission of Economics Education Program at State University of Medan (UNIMED)

The Economics Education vision at UNIMED (2015) is to be the leading study program and highly competitive at the level of Sumatra in 2015, while its mission is: (1) provide education, learning, and guidance effectively to produce professional teachers of economicss and business education who have management quality, superior,

intelligent and highly competitive, independent, and personality, as well as the entrepreneurial spirit, (2) carrying out research and scientific development that supports the implementation of education and learning in order to be able to produce a variety of innovations in the field of economics education and business management, (3) carrying out community service activities extensively, especially in the field of education that benefit the society, (4) developing science and technology education in the field of economics that support the development of the field of education.

3.1.2 Perception Understanding

Perception is derived from the English language which means the views, feelings, the power of vision or perception, knowledge, awareness, observation. Visual view has a different understanding, therefore, person's perception or view of something on a specific problem object is the same. According to Robbins (1993), perception can be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment

While Gibson, et al (1993) provided a definition of perception is a cognitive process that is used by individuals to interpret and understand the world around it (the object). Gibson also explained that the perception is the process of giving meaning to the environment by individuals. Therefore, each individual gives meaning to stimuli differently although the same object. The way how people seeing the situation is often more important than the situation itself. While theoretically, Solso et al (2007: 75) stated their perception that involves high-level cognition in interpreting sensory information. Referring to the interpretation of the things that our senses. When we read a book, listen to music, touch, smell and taste, we experience more than just a sensory stimulus. Sensory events are processed based on our knowledge of the world, the culture and expectations, even adjusted for that is around us at the time. Things that give meaning to the simple sensory experiences and that's called perception.

According to Rahmat (2005: 51), the perception is the experience of objects, events, or relationships obtained by concluding information and interpret the message. In line with it, Robinson, et al (2003: 175) says that perception is as a response, the views or feelings to a case following the existing knowledge on the person. Responses or this view is influenced by several things such circumstances, education level, experience and so on. While Slameto (2010: 102) stated that perception is a process that involves the inclusion of the message or information into the human brain through human perception is constantly coming into contact with the environment. This relationship is done through the senses: sight, hearing, touch, smell and taste. The process of formation is influenced by the perception; (1) attention factors from the outside such as intensity, size, oppositeness, repetition, movement, (2) internal factor (set factor) which is a factor of the person who has the perception such as the learning process, motivation, and personality (Kiryanto, et al, 2001).

From the above opinions, it can be concluded that the notion of perception is a process of sensing, the stimulus received by each individual through sensory organs and then interpreted so that individuals can understand and know about the received stimulus. The process of interpreting this stimulus is usually influenced by the experience and individual learning process.

3.1.3. Prospect Theory

Prospect theory was developed by included two disciplines: Psychology and economics, and is often known as SPycoeconomics. Prospect theory was developed based on an analysis of a person's behavior in economics decision-making between the two options. Unlike most other Psychological theories, it was developed in conjunction with economics; prospect theory has a strong mathematical basis. Indeed, the prospect theory focuses on how the real decisions are taken (descriptive approach) (Kahneman and Tversky, 2002).

Prospect theory is considered very simple. Prospect theory has a specification that is a behavior-based economy in which economics actors are not always rational. In other words, in view of the economics actors is not only done on the rational or irrational, but on aspects of the wider. Behavior-based economy emphasizes what the behavior of economics actors. Kahneman and Tversky began a study of human behavior that are considered strange and contradictory in making a decision to give the same choice to two research subjects, and then the two subjects showed a different behavior. It was called Kahneman and Tversky as *risk-aversion* and *risk-seeking* behavior (Kahneman and Tversky, 1979).

Meanwhile, prospect in Higher Education (Dikti, 2012) consists of several aspects; (1) usefulness and advantages aspects: (a) the mission and objectives of the proposed study program (SP) and how to achieve it. (b) SP benefits which depreciated on the institutions, communities and nations, particularly in relation to the management of the nation's resources (human and natural) in order to increase competitiveness of the nation, (c) the ability and potential of the college to manage the proposed SP, (2) specifications aspect: (a) the position of

the proposed study program for science at national and international level; (b) relationship of the proposed study program with other courses in the institution of the proposer (at least 60% difference from other courses in the curriculum proposer of the institution; (c) the advantages and characteristics of the owned study program, (3) clum of science: (a) the field of science or field of study that is the subject of the study program and constellation on other disciplines (equipped with the inter-relationship diagram of the field); (b) development of science or field of study at this time and the next 10 years; (c) for vocational courses need to include design development expertise that will be formed, (4) the curriculum design: (a) profile or characteristics (technical specifications) The proposed graduate study program, (b) profession, occupations or fields of knowledge and expertise that can be filled by graduates, (c) the achievement of learning (learning outcomes) of the graduate studies program in accordance with the profile and level, (5) the learning system: (a) the method or learning patterns used that can deliver graduates capable of making scientific work worthy of publication in a national and international level; (b) the weighting system and the burden of learning (system of credits or other); (c) The type and variety of instructional media, (6) Human resources: (a) policy value and reward system for human resources in higher education level as well as how to set up a system of value and rewards consistently; (b) readiness of the number and qualifications of faculty, staff, laboratory staff, and technicians in terms of competence and field / match their knowledge with the task of proposed Tridharma of the study program including administrative personnel; (c) lecturer who will support study program proposed full-time basis and the other lecturers that administer part-time basis, explain the name, qualifications and role of each lecturer in organizing proposed studies program; (d) planning the development of aspects of faculty and staff to be able to organize the course the next five years, (7) facilities and infrastructure: (a) the readiness of both learning facilities and infrastructure in accordance with the curriculum; (b) requirements and fulfillment mechanisms, and planning aspects of infrastructure development for the learning to be able to hold a minimum of a five-year study program in the future, (8) financial Management: (a) policies, regulations, guidelines and SOSP of financial management and institutions associated with the particular proposer (budgeting, management / utilization, and operational costs, (b) policies to prevent corruption in the handling of financial management; capable demonstrating public accountability in terms of placement and allocation of funds and other resources associated with the measurement of tangible outcomes and justification for to enlarge the investment of public funds and private, (c) policy to ensure the effectiveness and efficiency of financial management in institutions proposers relating to the management of public funds, government, private cooperation, and increased funding, (d) policy on aid and affordability; stating how prices and costs to do with subsidies and access. Provide in-depth analysis of the student unit cost with the cost of the investment, (9) sustainable aspects: (a) the number of graduates with the needs and competency profiles as proposed SP graduates needed at regional, national and international; (b) the number of produced graduates (by the proposed SP and the same SP that already exist) than the market needs to absorb graduates; (c) the existence of a source of learners; (d) cooperation support will greatly assist the development of the proposed SP; (e) raising scholarshiSP for students who can not afford economicsally, (10) academic Management: (a) the procedure of opening new SP should be increased by faculty and institutional level, the role of the executive and the Academic Senate at the opening of the course; (b) the organizational structure and the management of the proposed SP; (c) Methods of management and development of existing resources without interfere with other courses and methods of improving the quality of proposed SP academic; (d) The number of new students who promised to be accepted on the proposed SP in the first five years and the mechanism of recruitment; (e) plan for the development and improvement of SP academic quality for short-term (1 -3 years ahead), medium term (next 5-10 years), and long-term 15-25 years), (11) quality assurance system: Quality Assurance System Model (SPMI-PT) that can ensure the implementation of the learning process at the proposed SP in order to achieve "Learning Outcome" that has been set.

Based on the explanations that have been mentioned above, the prospect is a picture of the conditions that will be faced by a company or agency in the future either increases or a tendency to cover the shortfall.

3.2. Discussion

After distributing a questionnaire through facebook to the students of Economics Education, it acquired 108 people who answered the questionnaire as shown in the following explanation.

3.2.1. The View of Economics Education Prospect

Based on the results of the obtained questionnaire, it can be seen clearly the items that represent indicators of the views of Economics Education Prospect. For further details, research data will be described as follows: (1) Excellence: Seeing the results of the analysis of the percentage indicator views on the advantages to the statement that Economicss Education Program that is able to compete with the Education Studies Program in the Faculty of Economicss, 44.4% of the respondents strongly agree and 55.8% agree while there is no respondents

who is doubtful in giving the answer, disagree and strongly disagree. As for the negative statement that Economics Education Program failed to compete with the Education Studies Program in the Faculty of Economics showed 83.4% disagree, while there is 7.1% undecided and strongly disagreed and only 2.4% said agree. Thus, the research findings from the conducted study on the superiority object showed that the Faculty of Economics Education may or fail to compete with other education majors in the Faculty of Economics as into the category of high and low at 100% and 9.5%. (2) scientific clum: From the statement of the existing teaching on Economics Education Studies Program,. There are several clum of science, 63.9% stated strongly agree, 34.9% agreed and only 1.2% were undecided. Thus the results of research that has been done on the object of scientific clum like the one in this statement obtained 98.8% and categorized as high, (3) learning system: In the learning system, the statement of Economics Education Learning System Program is good and has 57 respondents, or 58.4% stated strongly agree, 41% disagree, while the remaining 0.6% are still undecided while there is no respondents who answered disagree and strongly disagree. Therefore, the result obtained is in the high category, 99.4% in Economics Education Program is good, (4) human resources: In the statement of Economics Education Program in developing the potential of Human Resources / science in a higher results showed that 75% stated strongly agree, 6.3% agree, and 0.6 are still undecided while no respondents who answered disagree and strongly disagree. The research finding is in a high categorized of 99.5%. It shows that the Economics Education Program develop the human resources on the potential / science for the higher level, (5) infrastructure: For the statement of the existing facilities and infrastructure in Economics Education Program is complete, 28.8% stated strongly agree, 66.4% disagree, 4.0% undecided and 0.9% disagree. It means that the infrastructure in Economics Education Program is complete, and in high category that is 95.2% of the total respondents who responded to the questionnaire, (6) financial management: In the statement of Administration of Economics Education Program is organized well, 14.7% of the respondents strongly agreed, 83.4% agree, 1.4% undecided and 0.5% disagree. From this research, the administration of Economics Education Program is well organized and shown results in a high category, 98.2% of the number of respondents who answered, (7) sustainability: For a statement of the Graduate of Economics Education Studies Program requires continuing education opportunities for other higher education showed 18.0% as strongly agree, 80% of respondents agreed, while 2% undecided. Meanwhile, there is no respondents who answered disagree and strongly disagree. The result showed that for sustainability, Economics Education Program is considered in the high category, 98% of respondents, (8) academic management: For the statement that I think the Management of Academic Studies Program of Economics Education is a reference for the other study programs, 14.4% of the respondents strongly agree, 69.9% agreed, 14.4% undecided and 1.4% do not agree, while there is no respondents who answered strongly disagree. These results indicate that the statement of Academic Management of Economics Education Program is considered in the medium category that is 84.3%, (9) curriculum draft: From the statement about Economics Education Program can design the curriculum well, it shows the results of 36.2% respondents stated strongly agree, 59.6% disagree, 3.3% undecided and 0.9% disagree while there is no one who answered strongly disagree. The results showed that the Economics Education Program can design the curriculum well are at high category that is 95.8%, (10) quality assurance: In a statement on Economics Education can be guaranteed to have a very good quality shows 25.7% of respondents stated strongly agree, 69.8% disagree, 4% undecided and 0.4% of respondents disagreed. From the results of the study show that in the category of quality assurance, Economics education at the high category that is 95.5%.

3.2.2. Responses to Economics Prospect Study Program

Based on the results of the questionnaire, it can be seen clearly that it represents a number of questions about the response indicator of the Economics Education Program Prospect and for more details will be described as follows: (1) excellence: Based on the statement about the excellence of graduates produced by the Economics Studies Program will better compete with other courses showed 19% stated strongly agree, 80.4% disagree, while 0.7% said they had hesitated, while there is no respondents who answered disagree and strongly disagree. These results indicate that the superiority, Economics Studies Program at the high category is 99.4%, (2) scientific clum: In the statement which statd that declaring educators in Economics Education Program consists of several clum of science shows 34.5% of the respondents strongly agreed and 65.5% agreed. There is no respondent responds to the category of undecided, disagree and strongly disagree. The result showed that the Scientific Cluster at the high category of 100%, (3) Curriculum Draft: In the design of the existing curriculum on Economics Education Study programs based on the rules at the center of the curriculum shows that 17% of respondents stated strongly agree, 80.5% disagree, 2.1% undecided and 0.5% disagree while there is no respondents answer disagree, then the results of the curriculum draft is in high category that is 97.5%, (4) learning system: Based on the analysis of the percentage on which the statement of Learning systems for Economics Education Study Program is the same with other Education Studies Program in the Faculty of

Economicss. Results of this statement showed 41.4% of respondents stated strongly agree, 55% disagree, 3.3% undecided, 0.4% disagrees and 8.2% stated strongly disagree. As for negative statements about the system Learning Program for Economics Education Study differs from other Education Studies Program in the Faculty of Economicss show the results of 0.8% stated strongly agree, agree 8.2%, 28.8% undecided and 53 , 8% disagree. Thus, the result of conducted research on the object of learning system is at the high category that is 96.4% and the low category to another statement. That is the system Learning of Economicss Education Program is the same or different with the other Education Studies Program in Economicss Faculty. In the statement on Economics Education Program gave birth to human resources and professional-grade, 19.4% stated strongly agree, 65.6% disagree, 4.1% undecided and 0.9% disagree, while there is no respondents who answered strongly disagree. Human Resources percentage results show that 85% of high category,(5) infrastructures: In the statement of the Program of Economics Education Studies have adequate facilities, 3.8% stated strongly agree, 73.7% agreed, 19.2% undecided, 2.6% disagreed, and 0.8% very disagree. This study shows the results in the moderate category is 77.5%, (6) financial management: Statement regarding the development of the Economics Education Program requires financial management showed 44.4% of respondents stated strongly agree, 55% disagree, 0.6% hesitation and there is no respondents who answered disagree and strongly disagree. This statement shows the results is in a high category that is 99.4%, (7) sustainability: Based on the percentage analysis for the claims that Economics Education Studies Program graduates have the opportunity to continue their higher education in other universities show the results strongly agree 19.1%, 79.1% disagree, undecided 1.3% and disagree as much as 0.4%. As for negative statements about the graduate study program on Economics Education requires continuing education opportunities for other higher education showed 1% stated strongly agree, agree 2.6%, 20.2% undecided, 72.4% disagree and 3.9% strongly disagree. The results showed there is positive statements at the high category that is 98.2% and the negative statement in middle category which means that 76.3% of graduates have or still need the opportunity to continue to other higher education, (8) academic management: Based on the statement on the management of existing academic programs of Economicss Education Studies is a reference for other courses showed 17.1% of respondents state strongly agree, 79.3% disagree, 2.7% undecided, and 0.9% did not agree. The percentage of this statement is at a high category that is 96.4%, (9) assurance quality: In the statement about Economics Education Study program has assurance quality from the curriculum center showed 8.3% strongly agreed, 87.4% agreed, 3.6% undecided, 0.5% disagree and 0.2% stated strongly disagree. The results show that this statement is in the high category, 95.7% means that the Economicss Education Program has a quality assurance from the center of the curriculum.

3.2.3. Feelings on the Prospect of Economics Study Program

Based on the research results, it can be seen clearly the statements that represent indicators of feelings about the prospect of Economics Education Program and for more details, the research data will be described as follows: (1) specifications: Based on positive statements about I am happy when Economics Education Program is specializing itself on the theory and practice. Results of this statement show that 33.5% of respondents strongly agree, 65.8% disagree and 0.6% undecided, while there is no respondents who answered disagree and strongly disagree. For negative statements about me happy when Economics Education Program will be specializing in the theory and practice showed 0.7% of respondents stated strongly agree, agree 7.5%, 22.7% undecided, 53.1% disagree and 16% strongly disagree. Thus, the results of this statement at the high category is 99.3% and the moderate category is 69.1%, which means that I am happy if the economy Education Program over or will specialize in theory and practice, (2) scientific clumps: In the revelation of the Scientific Clump which is expressed in positive statement number 26 on the existing teaching on Economics Education Studies Program there are several clumps of science that attracted me showed 37.2% of respondents stated strongly agree, 58.6% disagree, 3.3% expressed doubtful and 0.9 do not agree, while there is no respondents who answered strongly disagree. On the negative statement regarding the existing teaching on Economics Education Program takes a few clumps of science that attracted me showed 1.3% of respondents stated strongly agree, agree 6.4%, 19.9% undecided, 61.7% disagree and 10.6% stated strongly disagree. The results statement of clumps of science at the high category is 95.8%, while the existing teaching statement on Economics Education Program in middle category is 72.3%, which means that the existing teaching on Economics Education Studies Program or need some other science clumps, (3) curriculum draft: Based on the draft statement of the curriculum I am pleased with the curriculum planning in Economics Education Program showed 8.1% of respondents stated strongly agree, 88.5% disagree and 3.5% undecided, while no respondents who answered disagree and strongly disagree. For a negative statement that I am pleased with the curriculum planning in Economics Education Program still needs a good arrangement shows 1% of respondents stated strongly agree, 74% disagree, 4.6% undecided, 8.7% disagreed while 11 , 6% stated strongly disagree. Thus, the results of research that has been done on the statement I am pleased with the curriculum planning in Economics Education Studies Program is 96.6% at the

high category and curriculum planning in Economics Education Program still needs a good arrangement of 20, 3% are in the low category. This indicates that the curriculum planning on Economics Education Program still needs a good arrangement, (4) learning system: Based on the statement that I am interested if the learning systems of Economics Education Program can be accepted well, 7.9% is strongly agree, agree 90.8% and 1.3% undecided while there are no respondents who answered disagree and strongly disagree. As for the negative statements about me more interested if the Economics Education Program will be better than other courses within the Faculty of Economics showed that 1% of respondents strongly agree, 83% disagree, 3% undecided, 6.6% disagreed and 6, 3% strongly disagree. Thus, the results of research that has been done on the object learning system obtained 98.7% and 12.9% of high category with a low category, meaning that the Economics Education Program Learning system can be received well and learning systems Economics Education Program will be well compared to other courses within the Faculty of Economics, (5) quality assurance: Based on the statement I am pleased Economics Education Program graduates have a very superior, reliable, and morality, 8.4% of respondents stated strongly agree, 90.2% disagree and 1.4% undecided. Meanwhile, no respondents who gave answers disagree and strongly disagree. The results obtained from this statement and are in high category that is 98.6%, (6) financial management: In the statement that I am happy if the administration is on Economics Education Program is run by the existing rules, the result stated that 5.7% of respondents strongly agreed, 94.3% disagreed and there are no respondents who answered undecided, disagree or strongly disagree. It is clear from the results of this statement at the high category, which means the Economics Education Program is run by the existing regulations. Meanwhile, a negative statement that I am happy if the administration is on Economics Education Program will be run by the existing legislation showed 1.4% of respondents stated strongly agree, 51.1% disagree, 8.6% undecided, 6.1 % disagreed and 14.4% stated strongly disagree. From the research results in lower categories, namely 20.5%, which means the Economics Education Program will be run with the existing regulations, (7) sustainability: Based on the statement I am happy that the graduates produced by the Economics Education Program have the opportunity to continue to other education level. Analysis of the percentage derived from this statement is 8% of the respondents strongly agreed, 89.9% disagreed and 3.3% undecided. There are no respondents who answered disagree and strongly disagree. From the results of the study are in a high category namely 97.9% means that graduates produced has the opportunity to continue their education to the level of the other, (8) excellence: In the statement relating to excellence shown by the statement of Economics Education Study program attracted me if it is realized to the society obtained a result of 19.8% who stated strongly agreed, 72.6% agreed, 6.3% undecided, 0.9% disagreed and 0.5% stated strongly disagree. Results of the study are in a high category namely 92.4%.

4. Conclusion

Based on the results of research that has been conducted on the Students' Perception on the Prospect of Economics Education Studies Program, it can be concluded that the indicators views with 11 questions represented by excellence, curriculum design, learning systems, human resources, infrastructure, financial management, sustainability, academic management, quality assurance, clumps of science shows that the percentage is different for each category. There are 9 items in the category statements are high, one medium and one low. Therefore, by looking at the perception on the prospect indicators, the Economics Studies Program is at the high category. As for the indicators of the responses, there were 9 items statement indicating high category, two medium and one low. As for the indicator about the feelings showed there is no statement item 8 in the high category, 2 and 3 were lower.

Seeing from the vision and mission of the Economics Education Studies Program and the research findings, it showed that the development Program of Economics Education have been good in education and learning, produce qualified graduates, superior, intelligent and highly competitive, capable of producing innovations in the field of economics education and implement service activities to the community and the development of science and technology.

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